

MARKETING EDUCATION

Course Title	Recommended Grade Level						Recommended Credit*
	7	8	9	10	11	12	
Business & Marketing Concepts & Applications	x						1
Business & Marketing Career Exploration		x	x				1
Advanced Finance & Credit					x	x	1 – 3
Advanced Marketing					x	x	1 – 3
Advertising & Promotions				x	x	x	1
Business Economics**			x	x	x	x	1
Business Management					x	x	1 – 3
Business Principles and Applications			x	x			1
Entrepreneurship					x	x	1 – 3
Fashion Marketing				x	x	x	1 – 3
Fashion Marketing Management					x	x	1 – 3
Financial Services I				x	x	x	1 – 3
Financial Services II					x	x	1 – 3
Food Marketing				x	x	x	1 – 3
International Marketing					x	x	1 – 3
Internet Marketing					x	x	1 – 3
Introduction to Hospitality				x	x	x	1
Leadership Dynamics			x	x	x	x	1
Mathematics for Business & Industry***			x	x	x	x	1
Principles of Marketing			x	x	x	x	1
Principles of Teaching			x	x	x	x	1
Promotional Applications & Media					x	x	1 – 3
Retail Marketing				x	x	x	1 – 3
Retail Marketing Management					x	x	1 – 3
Sports & Event Marketing				x	x	x	1 – 3
Travel & Tourism Marketing				x	x	x	1 – 3

*Credit may be awarded for some courses for both the related class (1 credit) & for work-site experiences. The credit for work-site experiences is based on the number of class hours spent at the work site for a maximum of two (2) credits per related class.

**Business Economics is an interdisciplinary course that meets the graduation requirement for Economics.

***Mathematics for Business & Industry is an interdisciplinary course that meets a graduation requirement for Math.

MARKETING EDUCATION

Overview of Marketing Education

Purpose:

The Marketing Education Program is designed to prepare students for postsecondary education and careers in marketing, management & entrepreneurship. Students develop knowledge and skills in the business administration core standards (business law, communication, economics, emotional intelligence, financial analyst, human resource management, information management, operations, professional development, strategic management) & the marketing core standards (distribution, marketing information management, pricing, product/service management, promotion, selling).

Goals:

- Develop critical thinking skills in order to make informed decisions.
- Integrate academic skills into the marketing/management/entrepreneurship/curriculum in order to insure that students develop excellent written & verbal communication skills, computational skills, & scientific problem-solving skills.
- Develop cooperative learning skills in order to work effectively with teams to find solutions to problems & create new systems.
- Demonstrate essential work habits & positive workplace ethics.
- Develop interpersonal skills & an appreciation for diversity through classroom experiences (co-ops, internships, practicums, shadowing, mentoring, etc.)
- Use technology to gather & present information, solve problems & manage the workflow.
- Demonstrate proficiency in the foundational & functional areas of marketing by applying the knowledge and skills learned through the curriculum, the work-based learning component and the competitive events (DECA activities).
- Manage work by effectively planning, organizing, and allocating resources.

Career Majors:

- Advertising
- E-Commerce
- Fashion Marketing
- Financial Services
- Hospitality, Travel Tourism & Recreation
- Management/Entrepreneurship
- Marketing
- Marketing Education
- Retailing/Wholesaling
- Sports Marketing

Standard Based Curriculum:

The curriculum is composed of standards based competencies. Therefore, the teaching/learning focus is on the final results rather than the process. Marketing Education Teachers are lecturing less and facilitating more, and as a result, students are taking charge of their own learning by using technology to research topics, collect data and present information orally and in written form. More Marketing Education Programs are incorporating school-based enterprises in order for students to apply business and marketing concepts learned in the classroom.

Skill Standards:

The Kentucky Occupational skill Standards are the performance specifications that identify the knowledge, skills, and abilities an individual needs to succeed in the workplace. Identifying the necessary skills is critical to preparing students for entry into employment. Skill standards provide a common vocabulary to enhance communication between employers, student, and the school.

Because of the importance of skill standards today to educators, employers, and students who desire jobs after graduation from high school, the Division of Career and Technical Education in conjunction with employers from the Kentucky Retail Federation and the Kentucky Bankers Association worked to develop a system to certify that students have attained the necessary skills for employment. Standards were developed in the areas of Retail Services, Marketing, and Financial Services. These standards described the necessary **occupational, academic, and employability** skills needed to enter the workforce or post-secondary education. There is an on-going effort to continue to refine these standards by which exemplary Marketing Education Programs are evaluated and certified. The strength of these business partnerships insures that curriculum meets industry specifications.

School-Based Enterprises:

Running an actual business allows students to learn contextually without leaving school. Textbook concepts become real as students operate a business for profit, review and revise operational procedures, resolve problems and handle human relations issues.

Work-Based Learning:

Cooperative experiences, internships, shadowing and mentoring opportunities provide depth and breadth of learning in the instructional program and allow students to apply the concepts learned in the classroom. Students are exposed to a variety of careers and learn work ethics.

Student Organization:

Participation in DECA, an Association of Marketing Education Students, provides a vehicle for students to employ higher order thinking skills, to interact with high-level business people and to further enhance their leadership skills through their participation in regional, state and national competitive events and local activities.

MARKETING CAREER MAJORS

Advertising (Marketing Skill Standard)	Fashion Marketing (Marketing Skill Standard)	Management/ Entrepreneurship (Marketing Skill Standard)
RECOMMENDED	RECOMMENDED	RECOMMENDED
Principles of Marketing OR Retail Marketing Advertising & Promotions Elective Elective	Fashion Marketing Advanced Marketing OR Fashion Marketing Mgmt. Elective Elective	Principles of Marketing OR Retail Marketing Entrepreneurship OR Business Management Elective Elective
OTHER COURSES	OTHER COURSES	OTHER COURSES
Business Economics *Business Law Business Management Computer & Technology App Entrepreneurship Internet Marketing Promotional App & Media Retail Marketing Advanced Marketing Math for Business & Industry *Other Career & Technical Courses	*Accounting Advertising & Promotions Business Economics *Business Law Business Management Computer & Technology App *Fashion & Interior Design I Entrepreneurship Internet Marketing Principles of Marketing Retail Marketing *Other Career & Technical Courses	*Accounting Advanced Marketing Advertising & Promotions Business Economics *Business Law Business Prin. & App Business Management Computer & Technology App Entrepreneurship Internet Marketing Retail Marketing Sports & Event Mkt. *Other Career & Technical Courses

Financial Services (Fin. Services Skills Standard)	E-Commerce (Marketing Skill Standard)	Marketing (Marketing Skill Standard)
RECOMMENDED	RECOMMENDED	RECOMMENDED
Principles of Marketing OR Retail Marketing Financial Services I Elective Elective	Principles of Marketing Internet Marketing Elective Elective	Principles of Marketing Advanced Marketing Elective Elective
OTHER COURSES	OTHER COURSES	OTHER COURSES
*Accounting Advanced Finance & Credit Advanced Marketing Advertising & Promotions Business Economics *Business Law Business Management Computer & Technology App Entrepreneurship Financial Services II Internet Marketing Math for Business and Industry *Other Career and Technical Courses	Advanced Marketing Advertising & Promotions Business Economics *Business Law Business Management Computer & Technology App Entrepreneurship International Marketing *Multi-Media Publishing Promotional App & Media Retail Marketing Sports & Event Mkt. Web Page Design *Other Career and Technical Courses	*Accounting Advertising & Promotions Business Economics *Business Law Business Management Bus. Prin. & App Computer & Technology App Entrepreneurship Fashion Marketing Internet Marketing Retail Marketing Sports & Event Mkt. Travel & Tourism *Other Career & Technical Courses

MARKETING CAREER MAJORS (continued)

Retailing/Wholesaling (Retail Service Skill Standard)	Hospitality, Travel Tourism & Recreation (Marketing Skill Standard)	Sports Marketing (Marketing Skill Standard)
RECOMMENDED	RECOMMENDED	RECOMMENDED
Retail Marketing Advanced Marketing OR Retail Marketing Management Elective Elective	Principles of Marketing OR Introduction to Hospitality Travel & Tourism Marketing Elective Elective	Principles of Marketing OR Retail Marketing Sports & Event Mkt. Elective Elective
OTHER COURSES	OTHER COURSES	OTHER COURSES
*Accounting Advertising & Promotions Business Economics *Business Law Business Management Bus. Prin. & App Computer & Technology App Entrepreneurship Fashion Marketing Food Marketing Internet Marketing Principles of Marketing Promotional App. & Media *Other Career & Technical Courses	*Accounting Advanced Marketing Advertising & Promotions Business Economics *Business Law Business Management Bus. Prin. & App Computer & Technology App Entrepreneurship International Marketing Internet Marketing Promotional App. & Media *Other Career & Technical Courses	*Accounting Advanced Marketing Advertising & Promotions Business Economics *Business Law Business Management Bus. Prin. & App Computer & Technology App Entrepreneurship Internet Marketing Promotional App & Media *Other Career & Technical Courses
Business/Marketing Education (Marketing Skill Standard)		
RECOMMENDED		
Principles of Teaching Principles of Marketing Computer & Technology Application Elective		
Advertising & Promotions Business Economics Business Management Business Principles & App Fashion Marketing Food Marketing Retail Marketing Sports & Event Marketing Travel & Tourism Leadership Dynamics *Other Career & Technical Courses		

Business/Marketing Concepts and Applications

Course Description: This course established basic foundations for further study in business and marketing courses and provides essential information for making financial and economic decisions. Students learn about the fundamentals of the American Free Enterprise System and work economics; application of sound money management for personal and family finances; credit management, consumer rights and responsibilities; forms of business ownership; risk and insurance; and the importance of international trade. Leadership development will be provided through FBLA and/or DECA.

Academic Expectations	Content/Process
<p>1.16, 2.34, 2.35 1.11, 1.16, 2.7, 2.10, 2.36, 2.37</p> <p>1.1, 1.10, 6.1 2.7, 2.8</p> <p>2.19</p> <p>2.37, 3.0 2.37</p> <p>5.1, 6.2, 2.37</p> <p>1.16, 2.36</p> <p>2.35</p> <p>1.1, 5.1, 5.4</p> <p>2.37, 3.0, 4.0</p>	<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate proper keyboarding techniques. • apply formatting to block style letters, reports, charts/tables, spreadsheets, Power Point presentations, invitations and brochures. • demonstrate the importance of communication skills. • analyze and identify employee payroll, federal tax, state tax, and insurance and social security benefits for a company. • explain the importance of demographics and location in working with an enterprise. • demonstrate organization and care of workstation. • identify characteristics of positive work habits and a good work ethic. • demonstrate real-life situations in a business environment and justify decisions made on behalf of a business. • identify the career options in private enterprise as well as the advantages and disadvantages. • demonstrate what it is like to own and operate a small business. • analyze the effects of consumer demand for products and services and determine target markets. • utilize activities of FBLA/DECA as an integral component of course content and leadership development.
<p style="text-align: center;">Connections</p> <ul style="list-style-type: none"> • Kentucky Occupational Skill Standards • National Marketing Education Standards 2005 • Kentucky Core Content for Assessment Version 4.0 • Secretary's Commission on Achieving Necessary Skills (SCANS) 	

Business and Marketing/Career Exploration

Course Description: This course introduces students to their Individual Graduation Plan and the process of preparing for a career. Students will explore Kentucky's 14 Career Clusters and participate in a variety of self-assessment instruments and career interest surveys. In addition, successful transition from school to work including preparing a resume, letter of application, and job interviewing techniques are also provided. Interpersonal skill development and orientation to work processing are also included.

Academic Expectations	Content/Process
<p>1.16, 2.34, 2.35 1.16, 2.36</p> <p>1.1, 1.10, 1.11 1.16</p> <p>1.1, 1.10, 6.1</p> <p>2.31</p> <p>2.3, 2.16, 2.19</p> <p>2.37, 2.38</p> <p>2.14, 2.17, 5.4</p> <p>2.29, 2.36 2.17, 2.33</p> <p>1.9, 1.10, 1.12 2.36, 2.37</p> <p>2.37, 3.0, 4.0</p> <p>1.12, 2.37</p>	<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate proper keyboarding techniques. • develop a personal portfolio of careers to explore; research and prepare reports about a variety of careers. • develop a career research paper. • demonstrate the use of the internet and the importance of internet safety. • demonstrate the importance of developing good communication skills. • identify and complete self-assessment surveys to link interest, hobbies, skills, and school subjects to occupations. • identify and complete a career interest survey identifying general likes and dislikes, personal skills, and job values. • demonstrate proper procedure for completing a job application, compose a resume and letter of application, prepare for a job interview and prepare a follow-up letter. • define world of work vocabulary; explain concepts relating to the world of work; and explore the importance of business ethics. • develop an Individual Graduation Plan. • develop decision-making, problem-solving, and critical thinking skills to become life-long learners and self-directed individuals. • apply communication skills within the technical content. • demonstrate employability and social skills relative to the career cluster. • utilize activities of FBLA/DECA as an integral component of course content and leadership development. • utilize team activities to promote team management concepts.
<p style="text-align: center;">Connections</p> <ul style="list-style-type: none"> • Kentucky Occupational Skill Standards • National Marketing Education Standards 2005 • Kentucky Core Content for Assessment Version 4.0 • Secretary's Commission on Achieving Necessary Skills (SCANS) 	

Advanced Finance and Credit

Course Description: This course is designed to develop an understanding of financial markets, investing institutions, and the finance and credit industry in our economic system. It includes an introduction to the allocation of financial resources, the effects of the finance and credit institutions on the business community, and the impact that financial decisions have on the consumer market. Areas of study include stock markets, bonds, futures, commodities, interest rates and the economy, interpretation of financial information, insurance and risk management, and job opportunities in the finance and credit area. This course should include real and/or simulated occupational experiences and projects. Leadership development will be provided through FBLA and/or DECA. *(This course is cross referenced with Marketing Education.)*

SUGGESTED PREREQUISITE: Business Principles and Applications OR Business Economics OR Financial Services I.

Academic Expectations	Content/Process
<p>2.14, 2.17 1.4, 2.15</p> <p>1.11, 5.4 1.12, 2.8, 2.18</p> <p>2.14, 2.30 6.2</p> <p>1.3, 5.3, 5.4</p> <p>5.5</p> <p>1.13, 5.2 1.2, 2.7, 2.8</p> <p>2.36, 6.1 2.37, 2.38 2.14, 2.18</p> <p>2.7, 5.3</p> <p>1.1, 2.7, 6.3 1.1, 6.2 2.7, 5.3, 5.4 5.1</p>	<p>Students will</p> <ul style="list-style-type: none"> • recognize characteristics of good customer service. • develop an understanding of credit transactions including the laws that govern these functions. • apply math and communication skills within the technical content. • explain buying and selling stock, identify the various stock exchanges and indices, and discuss/interpret the conditions that affect stock market fluctuations. • develop an understanding of the profit objective of a financial institution. • investigate and discuss the federal and state deposit insurance guidelines and practices. • distinguish among various types of risk (economic, natural, human, pure, speculative, etc.) and evaluate the handling of business risk. • develop appropriate advertising campaign for financial institution; prepare marketing procedures for paper products and services. • differentiate between terminology for credit and savings transactions. • apply math, communication, and accounting skills in preparing and analyzing financial statements. • research career opportunities in the finance and credit industry. • demonstrate employability and social skills relative to the career cluster. • explain and analyze the sources of revenue for federal, state, and local governments. • identify sources and functions of consumer credit and explain the relationship of consumers with the economy. • analyze various aspects of foreign trade and finance, including foreign exchange and balance of trade. • differentiate between recession and depression. • examine financial management as it relates to government and business. • utilize activities of FBLA and/or DECA as an integral component of course content and leadership development.
<p style="text-align: center;">Connections</p> <ul style="list-style-type: none"> • Kentucky Occupational Skill Standards • National Marketing Education Standards 2005 • Kentucky Core Content for Assessment 4.0 • Secretary's Commission on Achieving Necessary Skills (SCANS) 	

Advanced Marketing

Course Description: This course is designed to enhance marketing skills developed in the marketing prerequisite courses and to learn advanced marketing skills in such areas as advertising, customer service, supervision, and employee/employer relations for a wide range of marketing careers. This course is based on the business and marketing core that includes communication skills, emotional intelligence, economics, marketing, operations, promotion, marketing-information management and financial analysis. Students in this course may also wish to earn additional credit through marketing/retail on-the-job training utilizing the cooperative education method of instruction. Leadership development will be provided through DECA activities and competitive events.

SUGGESTED PREREQUISITE: Advertising & Promotions, Retail Marketing, Fashion Marketing, Food Marketing, Sports & Event Marketing, Travel & Tourism Marketing, OR other similar level Marketing Courses.

Academic Expectations	Content/Process
<p>1.16</p> <p>2.16, 2.17, 2.37</p> <p>1.12, 2.16</p> <p>2.37, 2.38</p> <p>2.36, 2.37, 2.38 2.37</p> <p>1.2, 1.3, 1.11, 2.33</p> <p>4.1</p> <p>2.17, 2.19</p> <p>2.8, 5.3, 5.4</p> <p>5.1</p> <p>1.5-1.9, 1.11, 1.12, 2.7, 2.8 2.37, 3.1, 4.2, 5.4 5.1, 6.2 2.18</p> <p>2.37, 3.1, 3.5, 4.1, 4.2, 4.4</p> <p>2.19</p>	<p>Students will:</p> <ul style="list-style-type: none"> • use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas. • develop employee/employer relations and other human relation skills through authentic simulations, role-plays, case studies, or cooperative education. • demonstrate customer service skills and effective selling skills through role play and cooperative education. • create a career portfolio after analyzing career goals, opportunities, and requirements. Research career options and match to personal career goals. • develop skills that are needed to seek, obtain, maintain and change careers. • demonstrate favorable attitudes/characteristics needed for career exploration, development and growth. • demonstrate skills in reading, writing, and advanced communications through authentic simulations, role-plays, or cooperative education. • exemplify strategies needed to interact effectively with others through simulations, role-plays, or cooperative education. • explain fundamental business management and entrepreneurial concepts that affect business decision making. • explain the concept of marketing strategies, market identification, distribution, pricing and selecting a product mix. • analyze the role of promotion, types of promotion and the elements of the promotion mix. • apply math and communication skills within the technical content. • utilize activities of DECA as an integral component of course content and leadership development. • exemplify entrepreneurship decision making through projects and simulations. • apply personal financial planning skills (budgeting, investing, goal setting and comparing credit options). • identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline, communication skills) and explain their importance in the work place. • analyze the impact of the global economy on marketing functions.
<p style="text-align: center;">Connections</p> <ul style="list-style-type: none"> • Kentucky Occupational Skill Standards • National Marketing Education Standards 2005 • Kentucky Core Content for Assessment Version 4.0 • Secretary's Commission on Achieving Necessary Skills (SCANS) 	

Advertising & Promotion

Course Description: This course is designed to provide students with a realistic “hands-on” application of techniques used in the advertising and promotion of goods and services. Students use digital media (computer-generated text, graphics, photographs, sound and video) equipment, while being exposed to all forms of media (print, web page, etc.) used by industry. This course is based on the business and marketing core that includes communication skills, economics, financial analysis, product/service management and promotion. Leadership development will be provided through DECA.

SUGGESTED PREREQUISITE: Principles of Marketing

Academic Expectations	Content/Process
<p>1.16</p> <p>1.12, 1.3, 1.4</p> <p>1.12, 1.3, 1.4</p> <p>1.12, 1.3, 1.4</p> <p>4.3</p> <p>1.12</p> <p>1.12, 2.18, 2.30</p> <p>1.3</p> <p>1.12, 2.30</p> <p>1.3, 1.5-1.9, 2.30, 2.7, 2.8</p> <p>1.3, 2.7, 2.8</p> <p>5.1, 2.37</p> <p>1.3, 2.33</p> <p>1.12, 2.30</p> <p>1.1, 1.11, 2.22</p> <p>5.1, 5.5</p> <p>5.1, 5.2, 5.4, 5.5, 6.1</p> <p>4.1</p> <p>5.1, 6.2</p> <p>1.16, 6.2</p> <p>2.37, 3.1, 4.2, 5.4</p> <p>1.5-1.9, 1.11, 1.12, 2.7, 2.8</p> <p>2.37, 3.1, 3.5, 4.1, 4.2, 4.4</p>	<p>Students will:</p> <ul style="list-style-type: none"> • use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas. • explain the role of promotion as a marketing function. • explain the types of promotions. • identify the elements of the promotional mix. • describe the use of business ethics in promotion. • explain the types of advertising media. • explain and give examples of how advertising and promotion influences the supply and demand of a product. • demonstrate a knowledge of advertising principles as they apply to the creation of a website, print advertisement, or specialty advertisement. • explain ways to make responsible buying decisions by evaluation promotional ads. • compare features, benefits and price of products and services using various promotional items. • develop a promotional plan. • analyze how advertising & promotion jobs have changed due to scientific advancement and increased use of technology. • use all types of digital media to design, organize and communicate information and ideas. • analyze how advertising techniques (e.g., jingles, slogans, plain folks, facts & figures, glittering generalities, testimonial, bandwagon, emotional appeal) influence consumer decisions. • prepare product promotions, community service promotions, and press releases. • explain and evaluate crisis management (negative news releases). • develop, plan, execute, and evaluate an advertising plan, including marketing research, calendars and budgets. • establish a relationship between school and business activities by collaborating with business professionals. • evaluate two advertising campaigns and identify the psychological guidelines and associated techniques used in each campaign. • demonstrate a knowledge of advertising principles as they apply to the creation of a web site. • utilize activities of DECA as an integral component of course content and leadership development. • apply math and communication skills within the technical content. • identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline, communication skills) and explain their importance in the work place.
<p style="text-align: center;">Connections</p> <ul style="list-style-type: none"> • Kentucky Occupational Skill Standards • National Marketing Education Standards 2005 • Kentucky Core Content for Assessment 4.0 • Secretary's Commission on Achieving Necessary Skills (SCANS) 	

Business Economics

Course Description: This course is designed to be a comprehensive study of economics which meets the economics requirement for graduation. It provides an in-depth study of how people produce, distribute, and consume goods and services. Economic terminology, theory, and a comparison of economic systems and policies are integral to the course. Simulations and/or actual work situations may be used to provide practical experience with various economic conditions.

Academic Expectations	Content/Process
<p>2.14 2.18 1.2, 2.14 1.2, 2.15 1.2, 2.18 2.37, 3.1, 4.2, 5.4 2.14 1.2, 2.14 2.36, 2.37 2.14, 2.18 2.17, 2.19 2.18, 2.30 1.16, 2.20 1.2, 2.18 2.18 2.19 2.19, 1.2 2.15 2.30 1.16, 2.18 1.5-1.9</p>	<p>Students will</p> <ul style="list-style-type: none"> • discuss how economic policies are determined by elected officials • demonstrate an understanding of the cause/effect of business cycles and how monetary and fiscal policy can be used to regulate these problems. • compare the characteristics and benefits of a market economy, command economy, mixed economy and traditional economy and how each economic system answers the basic economic problem of scarce resources. • examine the relationship between the government and the economy. • utilize decision-making models to make economic choices and determine the opportunity cost of those choices. • utilize activities of FBLA and/or DECA as an integral component of course content and leadership development. • discuss how the economy of the United States attempts to meet the needs of its citizens • understand why people from other nations have come to the United States because of economic opportunities. • demonstrate employability and social skills relative to the career cluster. • analyze economic concepts and understand their relevance to different economic situations. • analyze the impact of international issues and concerns on personal, national, and international economics. • analyze the role culture plays in economic issues of production, distribution, and consumption of goods and services. • create graphs that illustrate shortages and surplus and describe how the market works to eliminate these conditions; identify the effects each change has on equilibrium, price and quantity. • analyze current economic conditions by using economic indicators. • understand that scarcity is the basic economic problem facing individuals, societies, and nations. • analyze how a nation's wealth and trade potential are tied to its' resources. • explore how international trade and multinational companies have led to a global economy. • understand how the United States' economy has changed from a rural to an industrial economy to a leader in the global economy. • appraise the effects of technological changes, changes in consumer preferences, price inputs, environment, and legislation on supply and demand and price of goods/services. • create demand curve graph for two firms (one monopoly and one oligopoly) and explain the levels of output for a firm in perfect conditions • apply math and communication skills within the technical content.
<p style="text-align: center;">Connections</p> <ul style="list-style-type: none"> • Kentucky Occupational Skill Standards • Kentucky Core Content for Assessment • Secretary's Commission on Achieving Necessary Skills (SCANS) 	

Business Management

Course Description: This course emphasizes the skills needed for managing a business that involves the selection and supervision of employees including efficient use of time, personnel, facilities, and financial resources. Students will explore forms of business ownership; typical business organizational structure; product or service promotion in business; effective communications; human relations skills required in dealing with employees; and effective management strategies used in personnel, finance, production, marketing, and information processing. Leadership development will be provided through FBLA.	
Academic Expectations	Content/Process
2.6, 2.18, 2.20 2.1, 2.2 2.16, 2.17, 2.19 1.10, 1.13, 1.14 5.3, 6.1, 6.3 2.36, 5.3 2.37, 2.38 1.16, 2.20 2.37, 3.0, 4.0 2.37, 3.0, 4.0 2.36, 2.37 1.9, 1.10, 1.12	Students will <ul style="list-style-type: none"> describe the economic system of the United States. research the structure of business ownership and explain considerations in business planning. identify and explain basic functions of management, management styles, criteria used in setting and achieving goals, leadership characteristics, and procedures for monitoring and evaluating employee performance. identify and compare sources of capital and marketing activities. discuss how global issues and international trade has and will affect management types, styles, and trends. research and analyze career opportunities in management and demonstrate leadership characteristics. develop an employment portfolio (resume, letters of reference, etc.) and demonstrate job interview techniques. research and cite major laws/regulations that affect management and examine the importance of work ethic. utilize activities of FBLA as an integral component of course content and leadership development. participate in work-based learning (mentoring, shadowing, co-op, etc.) and service learning. demonstrate employability and social skills relative to the career cluster. apply math and communication skills within the technical content.
Connections <ul style="list-style-type: none"> Kentucky Core Content for Assessment 4.0 Secretary's Commission on Achieving Necessary Skills (SCANS) National Standards: Administrative Support Occupations/Skill Standards, V-TECS Kentucky Retail Skill Standards 	

Business Principles and Applications

Course Description: This course establishes basic foundations for further study in business and marketing courses and provides essential information for making financial and economic decisions. Students learn about the fundamentals of the American free enterprise system and world economies; application of sound money management for personal and family finances; credit management; consumer rights and responsibilities; forms of business ownership; risk and insurance; and the importance of international trade. Leadership development will be provided through FBLA and/or DECA. *(This course is cross referenced with Marketing Education.)*

Academic Expectations	Content/Process
<p>2.16, 2.18, 2.19</p> <p>2.14, 2.15, 2.16</p> <p>2.14, 2.18, 2.19</p> <p>2.18, 2.33, 6.1</p> <p>1.9, 2.18, 2.33</p> <p>2.36, 2.38, 6.3</p> <p>2.18, 2.30, 2.33</p> <p>1.9, 2.29, 2.33</p> <p>2.15, 5.1, 6.1</p> <p>2.16, 2.18</p> <p>1.12, 4.0, 6.2</p> <p>2.36, 2.37</p> <p>1.9, 1.10, 1.12</p>	<p>Students will</p> <ul style="list-style-type: none"> • explain characteristics of the free enterprise system and economic growth, the law of supply and demand, role of automation and computers, the interdependency of people, and the importance of world trade. • identify and analyze constitutional freedom, responsibilities, and rights of U.S. citizens, and discuss business ethics and areas in which businesses are thought to have social responsibility. • differentiate capitalism, socialism, and communism; and identify demographic, geographic, and psychographic trends in consumer market. • compare sole proprietorship, partnership, corporation, and cooperative; compare consumers' cooperative to a producers' cooperative. • identify major types of financial institutions and define and explain terms relating to credit; explain what is involved in financial security, insurance and retirement planning, and saving and investing. • research and analyze career opportunities in business and marketing and the relationship of education, employment, and wages; identify and describe good job search techniques; and prepare the necessary job application tools. • analyze and discuss the role of the consumer; and recognize consumer rights and responsibilities; distinguish consumer and industrial markets. • identify and explain what is involved in budgeting and demonstrate budgeting and recordkeeping; and examine aspects of resource management such as personal decision making and housing and automobile decisions (including insurance). • identify and explain government and labor's role in business including the role of labor unions and taxation. • identify the nine functions of marketing and explain the economic value of marketing. • utilize activities of FBLA and/or DECA student organizations as an integral component of course content and leadership development. • demonstrate employability and social skills relative to the career cluster. • apply math and communication skills within the technical content.
<p style="text-align: center;">Connections</p> <ul style="list-style-type: none"> • Kentucky Occupational Skill Standards • Kentucky Core Content for Assessment 4.0 • Secretary's Commission on Achieving Necessary Skills (SCANS) • National Standards: Administrative Support Occupations/Skill Standards, V-TECS 	

Entrepreneurship

Course Description: This course is designed to provide students the skills needed to effectively organize, develop, create and manage their own business. This course is based on the business and marketing core that includes communication skills, economics, financial analysis, operations, promotion and selling. The culminating project of the course is the development of a comprehensive business plan. Cooperative education or shadowing experiences may be used to enhance course instruction. Leadership development will be provided through DECA and/or FBLA. (This course cross references with Business Education).

SUGGESTED PREREQUISITE: Principles of Marketing or Business Principles and Applications.

Academic Expectations	Content/Process
<p>1.16</p> <p>2.36</p> <p>1.1, 1.16, 5.3, 6.3</p> <p>3.4, 3.5</p> <p>1.3, 1.4, 1.12, 2.14</p> <p>2.1, 2.8, 2.11</p> <p>1.16, 5.1</p> <p>1.4, 2.20, 2.21</p> <p>2.1, 2.8, 2.18, 2.32, 5.2, 6.3</p> <p>2.33</p> <p>1.1, 5.1, 5.4</p> <p>2.14, 2.29, 5.1</p> <p>2.2, 2.15, 2.18</p> <p>2.2, 2.3, 2.7, 5.1</p> <p>1.1, 5.1</p> <p>1.5-1.9, 2.8</p> <p>1.2-1.4, 5.1</p> <p>1.2-1.4, 5.1</p> <p>1.1-1.4</p> <p>1.1, 1.2, 1.12</p> <p>2.8, 2.30</p> <p>1.16, 5.1, 6.3</p> <p>1.16</p> <p>2.37, 3.1, 4.2, 5.4</p> <p>1.16, 5.1, 6.3</p> <p>1.5-1.9, 1.10, 1.12, 2.7</p> <p>2.37, 3.1, 3.5, 4.1, 4.2, 4.4</p>	<p>Students will:</p> <ul style="list-style-type: none"> • use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas. • explain career strategies associated with entrepreneurship. • conduct self-assessment to determine entrepreneurial potential. • explain the factors and personality traits that contribute to the success of a small business entrepreneur. • explain the importance of customer service to an entrepreneur. • describe the financial statements needed for a business plan and the purposes in financial planning. • investigate the role of international trade, opportunities of global markets, and the potential of international trade. • describe the legal considerations for starting a business. • formulate a business plan and describe its components, recognizing the many roles of a small business owner. • identify sources of business start-up information. • discuss market analysis to determine target market. • examine the role of management in a successful business, specific management techniques for small business, and management strategies. • analyze the risks and rewards of starting a business. • analyze pricing in the marketing mix, pricing strategies, and the establishment of a pricing strategy. • evaluate types of business ownership. • determine cost of product (breakeven, markup). • explain the nature of overhead/operating expenses. • identify, evaluate, and select sources for financing a business venture. • identify training procedures, hiring policies, and rights and responsibilities of small business employees. • explain the types of promotion. • prepare a promotional budget. • select and analyze computer software/hardware options for small business; examine benefits of organizational membership. • demonstrate technology skills needed in the workplace. • utilize activities of DECA and/or FBLA as an integral component of course content and leadership development. • exemplify entrepreneurship decision making through projects and simulations. • apply math and communication skills within the technical content. • identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline, communication skills) and explain their importance in the work place.
<p style="text-align: center;">Connections</p> <ul style="list-style-type: none"> • Kentucky Occupational Skill Standards • National Marketing Education Standards 2005 • National Retail Skill Standards • Kentucky Core Content for Assessment 4.0 • Secretary's Commission on Achieving Necessary Skills (SCANS) 	

Fashion Marketing

Course Description: This course is a specialized course that provides instruction in marketing of apparel and accessories. This course is based upon the business and marketing core that includes communication skills, economics, operations, professional development, promotion, selling, distribution and product/service management. The instruction includes basic fashion and marketing basics, the use of design and color, promotions, visual merchandising and career opportunities. Leadership development will be provided through DECA activities and competitive events.

Academic Expectations	Content/Process
<p>1.16</p> <p>2.20, 5.1, 6.2</p> <p>2.18, 2.2, 2.30</p> <p>2.18, 2.2, 2.30</p> <p>2.18, 2.2, 2.30</p> <p>5.1, 6.2, 6.3</p> <p>1.3, 5.1, 6.2</p> <p>5.1, 5.2, 6.1</p> <p>5.1, 5.4</p> <p>2.3, 2.7, 5.4</p> <p>2.3, 5.1, 5.2</p> <p>1.5-1.9, 1.11, 1.12, 2.7, 2.8</p> <p>1.12, 5.1</p> <p>2.36</p> <p>1.11, 1.12, 1.16</p> <p>2.37, 3.1, 3.5, 4.1, 4.2, 4.4</p> <p>2.18, 5.1</p> <p>2.37, 4.2</p> <p>5.2, 5.4, 6.2</p> <p>2.37, 3.1, 4.2, 5.4</p>	<p>Students will:</p> <ul style="list-style-type: none"> • use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas. • analyze historical and current fashion trends. • explain the scope and importance of the fashion industry to the economy. • explain the economic concepts and principles related to the fashion industry. • identify the economics and global factors impacting the fashion industry. • explain the types of business ownership and the variety of fashion retailers. • interpret and apply the use of design elements in fashion. • analyze the use of color as it relates to apparel and visual merchandising. • identify and analyze retail positioning techniques. • describe merchandising and buying procedures. • analyze and apply promotion options in the fashion industry. • apply math and communication skills needed in the fashion industry. • demonstrate selling and customer service skills related to the fashion industry. • compare career opportunities in the fashion industry. • interpret and use technological skills to research and present evaluations of successful fashion designers. • identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline) and explain their importance in the workplace. • demonstrate skills needed for effective personal financial planning (including budgeting, investing, consumerism and credit management). • identify team skills (setting goals, following directions, conflict resolution, listening) and explain how they are important when working in the fashion industry. • demonstrate skills needed to organize and promote a fashion show. • utilize activities of DECA as an integral component of course content and leadership development.
<p style="text-align: center;">Connections</p> <ul style="list-style-type: none"> • Kentucky Occupational Skill Standards • National Marketing Education Standards 2005 • Core Content for Assessment 4.0 • Secretary's Commission on Achieving Necessary Skills (SCANS) 	

Fashion Marketing Management

Course Description: This course is designed as a continuation of Fashion Marketing and provides an in-depth study of merchandising techniques, fashion trends, fashion promotion, and management skills. This course is based on the business and marketing core that includes communication skills, economics, operations, professional development, promotion, selling, distribution, and product/service management. Leadership development will be provided through DECA activities and competitive events.

SUGGESTED PREREQUISITE: Fashion Marketing

Academic Expectations	Content/Process
<p>1.16</p> <p>2.16, 2.17, 2.37 5.1, 6.3 2.18, 2.2, 2.30</p> <p>2.18, 2.30</p> <p>1.5-1.9</p> <p>6.2 6.3 1.5-1.9, 2.8, 1.4, 1.12, 2.30 1.2, 6.2 6.3 1.2, 5.1, 6.2 1.1, 1.5-1.9, 2.7, 5.1, 5.2 6.2 5.1, 6.2 1.13, 2.22, 5.2 1.5-1.9, 2.2, 2.8, 3.4, 5.2 1.4, 1.12, 2.30</p> <p>1.15, 5.3, 5.4, 6.3 1.5-1.9, 1.11, 1.12, 2.7, 2.8 2.37, 3.1, 4.2, 5.4</p> <p>2.36, 2.37 1.16, 1.1, 2.36, 5.2 2.37, 3.1, 3.5, 4.1, 4.2, 4.4</p>	<p>Students will:</p> <ul style="list-style-type: none"> • use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas. • examine the role of management and specific management styles. • compare types of business ownership. • describe current economic trends in the United States and outline the influence of the trends on decision-making in fashion marketing. • describe the impact of economic indicators such as consumer discretionary income, inflation, gross domestic product, and productivity on consumer spending on fashion. • contrast typical profit margins of manufacturers, wholesalers, and retailers in the fashion industry. • list and describe typical channels of distribution utilized in fashion marketing. • identify and describe major laws that regulate and/or impact the fashion industry. • demonstrate an understanding of forecasting sales, calculating financial ratios, explaining the nature of operating budgets, and developing company's/departments budget. • define market segmentation and describe its relationship to target marketing. • define market research and list several methods of conducting research. • analyze fashion apparel buying and merchandising procedures. • prepare a buying plan and calculate open-to-buy based on cost and retail for selected products in an identified business. • explain the selling process and the nature of sales management. • explain the nature of product branding and develop strategies to position product/business • create a fashion related visual merchandise display. • develop a promotion plan with a budget. • apply design and color concepts to create a collection of apparel items based on the customers' style, colors, shape and wants • demonstrate skills needed to organize and promote a fashion show. • apply math and communication skills needed in the fashion industry. • utilize activities of DECA as an integral component of course content and leadership development. • demonstrate employability and social skills relative to the fashion industry. • research a fashion marketing career path from entry-level position to management. • identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline, communication skills) and explain their importance in the work place.
<p style="text-align: center;">Connections</p> <ul style="list-style-type: none"> • Kentucky Occupational Skill Standards • National Marketing Education Standards 2005 • Core Content for Assessment 4.0 • Secretary's Commission on Achieving Necessary Skills (SCANS) 	

Financial Services I

Course Description: This course is designed for 11th and 12th grade students interested in pursuing a career in the financial institution field. It involves operation of a student financial center in cooperation with a sponsoring bank, which provides application of banking and financial procedures and concepts. Leadership development will be provided through FBLA and/or DECA. *(This course is cross referenced with Marketing Education.)*

SUGGESTED PREREQUISITE: One Business Or Marketing credit and Special Permission of the Instructor

Academic Expectations	Content/Process
<p>1.3, 2.33</p> <p>2.36, 2.37</p> <p>2.7, 2.8, 6.2</p> <p>2.16, 2.17</p> <p>1.1, 2.18</p> <p>2.37, 2.38</p> <p>1.2, 2.30</p> <p>2.7, 2.8</p> <p>2.30, 4.0</p> <p>6.3</p> <p>1.12, 4.0, 5.1</p> <p>2.36, 2.37</p>	<p>Students will</p> <ul style="list-style-type: none"> develop and manage a student financial center through the sponsorship of a local bank. research career opportunities in financial services. demonstrate financial activities of a student financial center including preparing and analyzing financial statements. apply communication skills and demonstrate appropriate customer/employee and employee/employer interactions/relations. define basic banking terminology and develop an understanding of how banks function within the U.S. economy. develop an employment portfolio (resume, letters of reference, etc.) and demonstrate job interview techniques. define examples of credit used by consumers, businesses, and government. apply math and communication skills within the technical content. develop standards and policies for extending credit and making collections. discuss relationship between retailers and financial services (in-store banks, ATMs, credit cards, financing/layaway, etc.). utilize activities of FBLA and/or DECA as an integral component of course content and leadership development. demonstrate employability and social skills relative to the career cluster.
<p style="text-align: center;">Connections</p> <ul style="list-style-type: none"> Kentucky Occupational Skill Standards Secretary's Commission on Achieving Necessary Skills (SCANS) National Standards: Administrative Support Occupations/Skill Standards, V-TECS National Retail Skill Standards 	

Financial Services II

Course Description: Financial Services II is a continuation of Financial Services I, providing opportunities to enhance students' math and English portfolio writings. Students continue to learn and practice financial activities associated with the operation of a bank and other finance-related institutions in addition to assuming management and supervisory responsibilities, including training "new employees." Students will participate in a work-based learning experience (i.e., co-op, internship, shadowing, mentoring, etc.). Leadership development will be provided through FBLA and/or DECA. *(This course is cross referenced with Marketing Education.)*

Academic Expectations	Content/Process
<p>1.3, 2.33</p> <p>6.1, 6.2</p> <p>2.36, 2.37</p> <p>2.7, 2.8</p> <p>1.12</p> <p>2.37, 2.38</p> <p>1.1, 2.16, 2.18</p> <p>2.8, 2.11</p> <p>6.3</p> <p>1.12, 4.0, 5.1</p> <p>5.2, 5.5, 2.37</p> <p>2.36, 2.37</p>	<p>Students will</p> <ul style="list-style-type: none"> • demonstrate interpersonal management skills and provide training and supervision for new employees. • participate in a work-based learning experience (i.e., shadowing, mentoring, internship, or co-op) related to a financial services industry. • explain operations of the student financial center to first-year students. • plan, organize, and prepare financial center for opening. • apply communication skills by preparing and presenting oral presentations on work ethics, professional image, and other work-related topics. • update employment portfolio and individual graduation plan. • demonstrate decision-making skills and teamwork by reviewing current fee structure, policies, interest rates, and products and making recommendations for change if needed. • apply appropriate math and communication skills relative to the career cluster. • discuss relationship between retailers and financial services (in-store banks, ATMs, credit cards, financing/layaway, etc.). • utilize activities of FBLA and/or DECA as an integral component of course content and leadership development. • continue simulated work experience in the student bank and shadow personnel in a finance-related position. • demonstrate employability and social skills relative to the career cluster.
<p style="text-align: center;">Connections</p> <ul style="list-style-type: none"> • Kentucky Occupational Skill Standards • Secretary's Commission on Achieving Necessary Skills (SCANS) • National Standards: Administrative Support Occupations/Skill Standards, V-TECS • National Retail Skill Standards 	

Food Marketing

Course Description: This course prepares the student for the challenging field of retail food marketing, including the marketing

of food, beverages, and related products through various types of retail stores. This course is based on the Business and Marketing Core that includes operations, strategic management, professional development, promotions, product/service management, distribution, pricing, and selling. Instruction can be enhanced through the use of a school-based enterprise (such as a Kroger Store) and its activities. Both marketing and employment skills learned will increase the chance of successful transition into the world of work. Leadership development will be provided through DECA activities and competitive events.

**Academic
Expectations**

Content/Process

Students will:

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|--|---|
| <p>1.16</p> <p>1.2, 2.33, 5.1, 6.3</p> <p>1.2, 5.1, 6.3</p> <p>2.18, 2.20, 2.30</p> <p>2.18</p> <p>2.18, 2.30</p> <p>1.5-1.9, 2.7, 2.8, 6.2</p> <p>1.2, 5.2, 6.3</p> <p>1.2, 5.1</p> <p>1.2, 5.1, 6.1, 6.2</p> <p>1.2, 5.1, 6.2</p> <p>1.5-1.9, 2.7, 2.8</p> <p>1.2, 1.3, 5.1</p> <p>4.3, 6.2</p> <p>5.3, 6.2</p> <p>2.37, 4.1, 4.2</p> <p>1.5-1.9, 1.11, 1.12, 2.7, 2.8</p> <p>1.2, 3.2, 6.2</p> <p>3.6, 5.2, 6.2</p> <p>2.36, 2.37, 2.38</p> <p>1.12, 5.4</p> <p>2.37, 3.1, 3.5, 4.1, 4.2, 4.4</p> | <ul style="list-style-type: none"> • use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas. • identify the types of business in food marketing. • explain the roles, functions, and services of food manufacturers, agent/broker, wholesalers, and distributors to the food marketing industry. • describe trends and issues in the food marketing industry. • explain the role of the food marketing industry in the free enterprise system. • describe the economic concepts of supply and demand and customer wants and needs as they impact retail food marketing. • explain the purpose of financial records (budgets, balance sheets, and income statements) in relation to retail food marketing. • implement the tasks for store operations including basic stock lists, method of receiving goods, product selection ordering procedures, constructing displays, tagging and signage of merchandise, cashiering skills and basic housekeeping policies and procedures. • explain how the basic marketing functions are implemented in the retail food store. • describe the impact of market segmentation at the retail food store level, including analysis of target market and buying behavior • describe the typical channels of distribution for selected products in each department of a retail food store. • explain the importance of pricing as a factor in the success or failure of a retail food store. • describe the nature and scope of external and internal promotional strategies. • describe typical types of customer services provided in the retail food store. • explain the functions of management in a retail food store. • develop a plan for effective communication and team building between retail food store managers and employees. • apply mathematical principles in analyzing both cost and retail price, mark-up, profit margin, gross sales, net sales, net profit, net inventory value and monthly turnover rate. • identify the required safety and sanitation procedures in the food marketing industry, implement good person hygiene, product safety and sanitation, recognize the importance of local, state and federal laws pertaining to safe product handling, storage and display. • Explain ways to address risk management as it applies to loss prevention methods and security issues, including typically occurring customer accidents, legal issues, labor disputes, shoplifting, employee pilferage and theft, bad checks and counterfeiting. • identify career opportunities within the levels of the food marketing industry. Students will demonstrate employability and social skills relative to the food marketing industry and create a long-range career plan which includes training, education, experience and work-based learning. • identify and determine personal opportunities available within the Marketing program, as well as the DECA events relating for the Food Marketing career area. • identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline, communication skills) and explain their importance in the work place. |
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Connections

- Kentucky Occupational Skill Standards
- National Marketing Education Standards 2005
- Kentucky Core Content for Assessment 4.0
- National Retail Skill Standards
- Secretary's Commission on Achieving Necessary Skills (SCANS)

International Marketing

Course Description: This course is designed to explore the cultural, economic, political, legal, and technological environments facing international marketers in today's global economy. Students will find out what it takes to be a successful international marketer and open up a world of opportunity. Leadership development will be provided through DECA.

SUGGESTED PREREQUISITE: Principles of Marketing or its equivalent.

Academic Expectations	Content/Process
<p>2.17, 6.3</p> <p>2.19, 6.1</p> <p>2.14, 2.15</p> <p>2.36, 2.37</p> <p>1.2, 1.16</p> <p>2.18, 5.5</p> <p>2.19, 5.4</p> <p>5.4</p> <p>5.3, 6.2</p> <p>5.1</p> <p>2.18</p> <p>2.15, 2.17</p> <p>1.16, 2.15</p> <p>1.2</p> <p>1.12, 6.3</p> <p>1.12, 5.4</p> <p>2.37</p> <p>1.9, 2.7, 2.8</p>	<p>Students will</p> <ul style="list-style-type: none"> • research the impact of different cultural aspects on international trade (cultural diversity and demographics in international markets.) • examine the impact of geography on international trade. • analyze current trends concerning international economics. • investigate careers available in international marketing. • demonstrate a knowledge of the importance of emerging trends and technologies in international marketing. • evaluate the economic interdependence of different countries. • analyze the major trade agreements governing world trade and demonstrate a knowledge of the principal functions of international and United States governmental agencies responsible for promoting international commerce and stability. • compare the different types of barriers and trade supports. • compare and contrast international marketing with target marketing. • describe the similarities between multinational marketing and mass marketing. • examine the standard business practices involved in exporting and importing. • assess cultural, economic, and political influences of multinational businesses. • research the cultural, economic, and political differences and similarities among countries. • explain how international money markets function. • describe how language, culture, available media, and regulations affect international advertising. • utilize activities of DECA as an integral component of course content and leadership development. • demonstrate employability and social skills relative to the career cluster. • apply math and communication skills within the technical content.
<p style="text-align: center;">Connections</p> <ul style="list-style-type: none"> • Kentucky Occupational Skill Standards • National Marketing Education Standards • Secretary's Commission on Achieving Necessary Skills (SCANS) 	

INTERNET MARKETING

Course Description: This course provides an in-depth study in electronic marketing/commerce associated with the internet or sometimes called E-Commerce. Students learn how to practice good marketing principles in an “electronic” marketing place. This course is based on the Business and Marketing Core that includes communication skills, distribution, product/service planning, promotion, and selling. Leadership development will be provided through DECA.

Academic Expectations	Content/Process
<p>1.16</p> <p>1.12, 5.1, 6.2 1.4, 1.16 1.9, 1.10, 1.12</p> <p>1.5-1.9, 1.12, 1.11 5.1, 5.4, 5.5</p> <p>1.13, 5.4, 5.5</p> <p>1.11, 1.16, 2.36</p> <p>2.18, 2.19, 5.1, 6.1</p> <p>1.12, 2.18, 5.4</p> <p>2.37, 3.1, 4.2, 5.4</p> <p>1.11, 1.16, 2.38, 6.3</p> <p>2.16, 2.30, 5.2 1.16, 3.4, 6.2 2.37, 3.1, 3.5, 4.1, 4.2, 4.4</p>	<p>Students will:</p> <ul style="list-style-type: none"> • use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect organize communicate information and ideas • explain the impact of the Internet on marketing • identify ways that technology impacts business • survey the various disciplines in electronic marketing (i.e., promotion, store pricing, purchasing, web sales, warehousing, distribution, staffing, site maintenance and customer relations). • apply math, science, and communication skills within the technical content. • reinforce communication, human relations, writing and speaking skills through communications in the promotion. sale, site maintenance and customer service units. • demonstrate problem-solving and decision-making skills as they apply in human relations, market information management, site maintenance or product service planning. • develop real-life portfolio entries through web sites, web pages, and electronic advertisement learned in promotion unit. • investigate the various types of risks that impact business activities; categorize the risks as natural, human, electronic, or economic; and explain methods a business uses to control risks and security in the electronic market. • understand the role and characteristics of marketing in three different types of economic systems: capitalism, socialism and communism in a world wide electronic market. • utilize activities of the DECA student organization as an integral component of course content and leadership development. • create a career portfolio including a resume, letters of reference, certifications of training, and samples of work. • investigate and analyze the role of technology in improving the marketing process. • develop a marketing plan for a new or existing business or product line. • identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline, communication skills) and explain their importance in the work place
<p style="text-align: center;">Connections</p> <ul style="list-style-type: none"> • Kentucky Occupational Skill Standards • National Marketing Education Standards 2005 • Kentucky Core Content for Assessment 4.0 • Secretary’s Commission on Achieving Necessary Skills (SCANS) • National Retail Skill Standards 	

Introduction to Hospitality

Course Description: This course is designed for students interested in marketing careers in the hospitality industry. The instruction includes career awareness in the areas of recreation, travel/tourism, hotel/motel, and restaurant. This course is based on the business and marketing core that includes communication skills, economics, operations, promotion, selling, and product/service management. Leadership development will be provided through DECA activities and competitive events.

Academic Expectations	Content/Process
<p>1.16</p> <p>2.20, 2.18, 2.20, 2.30 2.33, 5.1, 6.3 2.16, 2.17, 2.33</p> <p>2.16, 4.1</p> <p>2.36, 5.1 2.18, 5.1, 6.1 1.12, 5.3, 6.3</p> <p>2.36, 6.3</p> <p>5.1, 5.2, 5.5</p> <p>2.33, 6.1</p> <p>1.5-1.9, 1.11, 1.12, 2.7, 2.8 5.1, 6.1</p> <p>2.36</p> <p>2.37, 3.1, 4.2, 5.4</p> <p>2.37, 3.1, 3.5, 4.1, 4.2, 4.4</p>	<p>Students will:</p> <ul style="list-style-type: none"> • use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas. • describe the evolution and current trends in the hospitality industry. • identify and describe major types of businesses found in the hospitality industry. • describe social, environmental, economic and business factors related to the hospitality industry. • develop customer-service skills, employee/employer relations and other interpersonal skills. • identify advantages and disadvantages of working in the hospitality industry. • explain the impact of meetings, conventions, and conferences on the economy. • illustrate the service delivery system of a full-service hotel and make an oral presentation. • shadow an individual in the restaurant industry and create a job description for a newspaper ad for this position. • plan management operations for a special event that involves all aspects of hospitality careers in the travel tourism arena. • describe the types of promotional strategies and media used in the hospitality industry. • apply math and communication skills within the technical content. • identify the concept of marketing mix and market segmentation as it relates to the hospitality industry. • research career opportunities, job responsibilities and employment requirements in the hospitality industry. • utilize activities of DECA as an integral component of course content and leadership development. • identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline, communication skills) and explain their importance in the work place.
<p style="text-align: center;">Connections</p> <ul style="list-style-type: none"> • Kentucky Occupational Skill Standards • National Marketing Education Standards 2005 • Kentucky Core Content for Assessment 4.0 • Secretary's Commission on Achieving Necessary Skills (SCANS) 	

Leadership Dynamics

Course Description: This course is designed to assist students with developing skills needed to be successful leaders and responsible members of society. The student will develop personal attributes and social skills. Emphasis will be placed on interpersonal skills, team building, communication, personal development and leadership. This course will include opportunities for students to apply their knowledge.	
Academic Expectations	Content/Process
2.37, 2.38, 2.36, 3.0, 4.0 2.14, 2.17 2.14 2.14, 2.31, 2.32 1.11, 2.16 2.14, 2.16 2.26, 2.37, 5.4, 6.2 2.29, 2.37, 3.0 1.10, 2.14, 2.16, 2.25, 5.1, 5.3, 5.5 2.3, 2.14, 2.16, 6.2 2.37, 3.0 2.37, 3.0 2.37, 2.14, 2.16 2.17 5.4, 6.3	Students will <ul style="list-style-type: none"> • develop personal and group goals. • compare the types of leadership styles. • assess the importance of qualified leaders to the success of organizations. • appraise personal characteristics of successful leaders. • develop verbal and non-verbal communication skills to enhance success in school and transition to the work of work. • demonstrate appropriate business/professional etiquette. • demonstrate shared decision making. • develop techniques to resolve conflicts that occur in school, home, community, and workplace (interpersonal team skills). • demonstrate the use of parliamentary procedure skills in presiding over a meeting. • describe how ethical and social behaviors affect our lives. • identify self management techniques. • identify stress management techniques. • analyze organizational structures and their components (including bylaws, officers, committees, and program of work.) • demonstrate awareness of cultural diversity and equity issues. • analyze leadership opportunities available in the school and community.
Connections <ul style="list-style-type: none"> • DECA, FBLA, FFA, FCCLA, HOSA, TSA, Skills USA • Secretary's Commission on Achieving Necessary Skills (SCANS) • Kentucky Core Content for Assessment Version 4.0 	

Course Description: This course enables the student to explore mathematical content for personal, business, and industrial use. Math concepts and skills are applied through study and problem-solving activities in real-world situations in the following areas: banking, measurement, borrowing and investing, consumer purchases, and financial management. Appropriate business forms are used in each unit. Leadership development will be provided through FBLA/DECA.

Academic Expectations	Content/Process
<p>1.16, 2.7, 2.8</p> <p>1.9, 2.7, 2.8 2.7, 2.8, 2.18</p> <p>1.9, 2.7, 2.8</p> <p>2.37, 3.0, 4.0</p> <p>2.36, 6.2, 6.3</p> <p>1.1, 1.9, 2.7</p> <p>1.9, 2.7, 2.8</p> <p>1.16, 2.7, 2.8</p> <p>1.9, 2.7, 2.30</p> <p>1.9, 2.7, 2.30 1.9, 2.7, 2.8</p> <p>2.36, 2.37</p> <p>1.12, 4.0, 6.2</p>	<p>Students will</p> <ul style="list-style-type: none"> • use the touch method on electronic calculators to solve real-world mathematical problems which relate to business and industry. • apply math and communication skills within the technical content. • use mathematical operations to enable students to understand gross and net income and different methods of earning income. • demonstrate mathematical reasoning in figuring and recording checking and savings account transactions. • recognize the opportunity to participate in FBLA/DECA as a productive group member. • research and analyze career opportunities requiring application of math skills. • use mathematical reasoning to compare cash purchases, credit cards, charge accounts, markups, and discounts. • demonstrate mathematical reasoning in calculating various types of loans, investments, and interest, including compound interest. • design and manipulate spreadsheets and graphs according to the availability of technology. • use mathematical problem solving to figure the costs involved in purchasing and maintaining a vehicle and a home and the methods of figuring depreciation. • identify and compare various types of insurance. • demonstrate mathematical applications relating to personal, production, sales, marketing, warehousing, and distribution. • demonstrate employability and social skills relative to the career cluster. • utilize activities of FBLA/DECA as an integral component of course content and leadership development.
<p style="text-align: center;">Connections</p> <ul style="list-style-type: none"> • Secretary's Commission on Achieving Necessary Skills (SCANS) • National Standards: Administration Support Occupations/Skill Standards, V-TECS 	

Principles of Marketing

Course Description: This course provides a basic foundation for further study in marketing. Students study economic functions at work in the marketplace, marketing functions including purchasing, pricing, and distribution functions. This course is based on the business and marketing core that includes communication skills, economics, financial analysis, and promotion. Both marketing and employment skills learned will improve and increase the chance of successful transition into the world of work. Leadership development will be provided through DECA activities and competitive events.	
Academic Expectations	Content/Process
1.16 2.37, 3.1, 4.4 2.18, 2.30, 2.33, 6.1, 6.3 1.16, 1.2, 1.4, 5.1 1.5-1.9, 1.11, 1.12, 2.7, 2.8 1.11, 1.12, 5.1 5.1, 5.4, 5.5, 6.1 1.1, 1.13, 1.11 2.36, 2.37 2.3, 2.5, 2.7, 2.30 2.18, 2.19 2.37, 3.1, 4.2, 5.4 2.37, 2.38 1.16, 6.3, 5.1 2.30, 5.2 2.18, 2.30, 2.33 2.30, 2.33 2.37, 3.1, 3.5, 4.1, 4.2, 4.4	Students will <ul style="list-style-type: none"> • use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas. • identify and determine personal opportunities available within the Marketing program, (through both the course work and DECA) which will allow success during the high school career. • interpret the importance of economic principle and apply the knowledge to real-life scenarios using classroom activities and materials. • analyze the various disciplines in marketing (i.e., purchasing, inventory control, sales, warehousing, distribution, staffing, and customer relations). • apply math and communication skills within the <i>marketing</i> content. • analyze and apply skills associated with communication, human relations, writing and speaking skills through communications in the promotion and salesmanship units. • demonstrate problem-solving and decision-making skills as they apply in economics, personal finance, human relations, distribution, or product service planning. • develop real-life portfolio entries through brochures or advertisement learned in promotion unit. • demonstrate employability and social skills relative to the career cluster. • investigate the various types of risks that impact business activities; categorize the risks as natural, human or economic; and explain methods a business uses to control risks. • interpret the role and characteristics of marketing in three different types of economic systems: capitalism, socialism, and communism. • incorporate activities of DECA as an integral component of course content and leadership development. • develop a career portfolio including a resume, letters of reference, certifications of training, and samples of work. • analyze and apply the role of technology in improving the marketing process. • describe and evaluate a marketing plan for a new or existing business or product line. • explain ways to make responsible buying decisions in relations to wants and needs • compare products & services based on these factors (e.g., price, quality, availability, comparison shopping) to consider when making consumer decisions • identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline, communication skills) and explain their importance in the work place.
Connections <ul style="list-style-type: none"> • Kentucky Occupational Skill Standards • National Marketing Education Standards 2005 • National Retail Skill Standards • Core Content for Assessment 4.0 • Secretary's Commission on Achieving Necessary Skills (SCANS) 	

Promotional Applications & Media

Course Description: This course is designed to provide students with hands-on applications, of running a school based industry simulated experience. Students will apply basic fundamentals of advertising using digital and print media. This course is based on the business and marketing core that includes communication skills, economics, financial analysis, product/service mgt and promotion. Leadership development will be provided through DECA.	
Academic Expectations	Content/Process
1.16 1.16, 6.2, 6.3 1.1, 1.16 1.1, 1.12, 1.16, 6.2 1.1, 1.16, 3.4, 5.3 5.1, 6.2, 6.3 5.1, 6.2, 6.3 1.5-1.9, 5.5, 6.2 2.18, 2.30, 5.4 5.1, 5.4, 6.2 1.16, 3.4, 6.2 1.16, 3.4, 5.2 1.16, 2.22, 3.4, 5.2 1.16, 5.2, 5.3 2.20, 5.2, 5.3, 6.2 1.5-1.9, 1.11, 1.12, 2.7, 2.8 2.37, 3.1, 3.5, 4.1, 4.2, 4.4	Students will: <ul style="list-style-type: none"> • use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas. • demonstrate an understanding of digital media. • utilize digital audio, digital video, the World Wide Web and other technologies that can be used to distribute digital content. • prepare a graphic presentation that describes and gives examples of the elements of the promotional mix. • research the development of internet advertising (e-mails, portal, banner ads) over the past decade. • demonstrate a fundamental knowledge of marketing concepts and promotional media as they relate to a specific business. • analyze the promotional mix of various businesses and make recommendations for media selections. • develop a one-year budget for promotional media based on anticipated sales. • identify misleading or deceptive advertising practices • demonstrate how to select and use appropriate media software to promote products or services. • develop a website for school based enterprise. • create a 15 second video advertising the school based enterprise. • apply advertising fundamentals in developing a print ad for the school newspaper. • produce a slide show from a storyboard using text, graphics and sound with appropriate transition and effects. • analyze how advertising & promotion jobs have changed due to scientific advancement and increase use of technology. • apply math and communications skills needed in the advertising and promotion industry. • Identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline, communication skills) and explain their important in the workplace.
Connections <ul style="list-style-type: none"> • Kentucky Occupational Skill Standards • National Marketing Education Standards 2005 • Kentucky Core Content for Assessment 4.0 • National Retail Skill Standards • Secretary's Commission on Achieving Necessary Skills (SCANS) 	

Retail Marketing

Course Description: This course is designed to provide an overview of the marketing responsibilities of individuals employed in the retail industry. This course is based on the business and marketing core that includes communication skills, operations, distribution, marketing-information management, pricing, product/service management, promotion and selling. The Kentucky Occupational Retail Services Skill Standards are integrated into this course giving students the opportunity to receive Retail Skill Standards Certification. Leadership development will be provided through DECA activities and competitive events.

Academic Expectations	Content/Process
<p>1.2, 1.16</p> <p>1.3,1.4,1.11,1.12 1.5-1.9, 1.11, 1.12, 2.7, 2.8 1.16, 2.20, 6.1 2.18 1.1, 1.16,2.1, 2.2, 5.2 1.12 1.5-1.9 1.10 5.1</p> <p>5.4 1.13, 1.14, 5.2, 5.4 1.15, 6.2, 6.3 2.37, 2.38 2.37, 6.3</p> <p>2.37, 3.1, 3.5, 4.1, 4.2, 4.4 6.2</p> <p>1.1, 2.30, 2.33, 6.3</p> <p>1.12, 2.36</p> <p>1.16, 2.37, 5.4, 4.2</p> <p>2.37, 3.1, 4.2, 5.4 2.30, 2.33, 6.3</p>	<p>Students will:</p> <ul style="list-style-type: none"> • use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas. • develop customer-service skills and practice in role play situations. • apply math and communication skills within the technical content. • identify types of retailers and investigate successful retailers of the past and present. • apply economic concepts like supply and demand, competition, scarcity and opportunity costs. • develop a research tool as a part of a marketing research project. • formulate awareness and understanding of emerging trends in retailing. • determine when and how to buy merchandise for a retail store. • conduct a physical inventory of a school based enterprise, marketing department, or local retail store. • identify aspects of product and service planning like packaging, warranties and selecting the right product mix. • explain the factors affecting pricing decisions including legal considerations and competition. • develop a promotion plan after examining each part of the promotional mix. • identify risk management techniques related to safety, security and loss prevention. • research career choices in retailing and match with personal goals. • create a career portfolio including a resume, letters of reference, certifications of training and samples of work. • identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality) and explain their importance in the workplace. • identify and determine factors affecting a business risk. • compare products and services based on price, quality, features, and warranties, when helping to make consumer decisions. • demonstrate the selling process (open the sale, question, handle objections, present features and benefits, suggestive selling, close, and follow-up). • develop spreadsheets and utilize databases for the purpose of measuring sales, controlling and tracking inventory, and making decisions from information gathered. • utilize activities of DECA as an integral component of course content and leadership development. • demonstrate skills needed for effective personal financial planning (including budgeting, investing, consumerism and credit management).
<p style="text-align: center;">Connections</p> <ul style="list-style-type: none"> • Kentucky Occupational Skill Standards • National Retail Skill Standards • National Marketing Education Standards 2005 • Core Content for Assessment 4.0 • Customer Service and Sales Skill Standards • Secretary's Commission on Achieving Necessary Skills (SCANS) 	

Retail Marketing Management

Course Description: This course is designed as a continuation of Retail Marketing and provides an in-depth study of merchandising techniques and management skills. This course is based on the business and marketing core that includes communication skills, economics, operations, professional development, promotion, selling, distribution, and product/service management. Leadership development will be provided through DECA activities and competitive events.

SUGGESTED PREREQUISITE: Retail Marketing

Academic Expectations	Content/Process
<p>2.1, 2.2</p> <p>2.16, 2.17, 2.19</p> <p>2.36, 5.3 2.37, 2.38</p> <p>1.16</p> <p>6.2</p> <p>1-5-1.9, 2.8, 1.4, 1.12, 2.30</p> <p>1.2, 6.2</p> <p>1.2, 5.1, 6.2</p> <p>1.1, 1.5-1.9, 2.7, 5.1, 5.2 6.2 5.1, 6.2</p> <p>1.5-1.9, 2.2, 2.8, 3.4 1.15, 5.3, 5.4, 6.3 1.5-1.9, 1.11, 1.12, 2.7, 2.8 2.37, 3.1, 4.2, 5.4</p> <p>2.36, 2.37</p> <p>2.37, 3.1, 3.5, 4.1, 4.2, 4.4</p>	<p>Students will</p> <ul style="list-style-type: none"> • research the structure of business ownership and explain considerations in business planning • identify and explain basic functions of management, management styles, criteria used in setting and achieving goals, leadership characteristics, and procedure for monitoring and evaluating employer performance. • research and analyze career opportunities in management • develops an employment portfolio (resume, letter of reference, etc.) and demonstrate job interview techniques. • use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas. • list and describe typical channels of distribution utilized in retail marketing. • Demonstrate an understanding of forecasting sales, calculating financial ratios, explaining the nature of operating budgets, and developing company's/department budgets. • Define market segmentation and describe it's relationship to target marketing. • Analyze the buying of merchandise for retail sale and the different merchandising procedures that could be used. • Prepare a buying plan and calculate open-to-buy based on cost and retail for selected products in an identified business. • Explain the selling process and the nature of sales management. • Explain the nature of product branding and develop strategies to position product/business. • Develop a promotion plan with a budget for a retail business. • Apply math and communication skills needed in operating a retail business. • Utilize activities in DECA as an integral component of course content and leadership development. • Demonstration employability and social skills relative to working in a retail business. • Identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline, communication skills) and explain their importance in the work place.

Sports and Event Marketing

Course Description: This course is designed to develop a thorough understanding of the marketing concepts and theories that apply to sports and events. This course is based on the business and marketing core that includes communication skills, distribution, marketing-information management, pricing, product/service management, promotion, selling, operations, strategic management, human resource management, and the economic impact and considerations involved in the sports and event marketing industries. Leadership development will be provided through DECA.

Academic Expectations	Content/Process
<p>1.16</p> <p>1.16, 2.33, 5.1</p> <p>2.36, 5.4</p> <p>1.10, 5.1</p> <p>1.1, 1.2, 1.10, 6.2</p> <p>1.1, 1.2, 5.1</p> <p>1.12</p> <p>1.10, 1.12</p> <p>1.1, 1.2, 1.10, 5.2</p> <p>1.12, 5.2</p> <p>1.1, 1.2, 1.10</p> <p>1.12</p> <p>1.12</p> <p>1.12, 5.2, 6.2</p> <p>5.2</p> <p>1.12, 2.18, 1.12,</p> <p>2.18, 5.1, 6.1</p> <p>1.11, 5.1, 5.2</p> <p>1.5-1.9, 1.10, 1.12, 2.7</p> <p>1.16, 5.1, 6.3</p> <p>2.37, 3.1, 4.2, 5.4</p> <p>1.12, 2.18</p> <p>6.2</p> <p>2.37, 3.1, 3.5,</p> <p>4.1, 4.2, 4.4</p>	<p>Students will:</p> <ul style="list-style-type: none"> • use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas. • conduct marketing research and develop knowledge of its importance to sports and event marketing. • develop an understanding of career opportunities in the sports and event industry. • demonstrate a fundamental knowledge of marketing concepts, functions, and strategies as they relate to sports and events. • identify the role and components of sponsorships. • identify and evaluate why businesses would sponsor a sports property or event. • discuss sponsorship evaluation methods and measurement. • explain the role and types of promotions. • identify the components of a promotion mix for a sports marketing or entertainment event. • develop a promotion plan for an event or sports property. • identify sales methodologies used in sport/event marketing. • describe relationships with sport/event client/customer/fans. • describe factors that motivate people to participate in/attend sports/events. • sell advertising space in printed and electronic materials (e.g., program, yearbook, media guide, fan guide, team photo cards, etc.) • analyze the impact of legal issues such as the impact of unions, contracting, utilization of convention venues, the management of related risks, and other legal considerations on the sport/event industries. • discuss the economic impact of sports/events with relation to elasticity, salaries, tickets, advertising, sponsorships, endorsements, stadium/venues, communities, merchandise, licensing, etc. • plan, conduct, and evaluate a sporting and or entertainment event. • apply math and communication skills within the technical content. • develop employability skills including understanding the process of creation of a resume, and a letter of application, and completing an application form. • utilize activities of DECA as an integral component of course content and leadership development. • discuss the impact of sports and event marketing on the economy. • identify the components of branding and licensing within the sports and event industry. • identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline, communication skills) and explain their importance in the work place.
<p style="text-align: center;">Connections</p> <ul style="list-style-type: none"> • Kentucky Occupational Skill Standards • National Marketing Education Standards 2005 • Core Content for Assessment 4.0 • National Retail Skill Standards • Secretary's Commission on Achieving Necessary Skills (SCANS) 	

Travel and Tourism Marketing

Course Description: This course introduces the student to the travel and tourism industry. This course is based on the Business and Marketing Core that includes communication skills, economics, human resource management, promotion, marketing-information management, and selling. Instruction includes domestic and international travel, sales techniques, transportation methods (road, water, air, rail), food and beverage marketing, and destination marketing. Leadership development will be provided through DECA.

Academic Expectations	Content/Process
<p>1.16</p> <p>2.36, 2.38</p> <p>2.36, 2.37 2.18, 1.1, 5.1, 6.3</p> <p>2.18, 2.30</p> <p>2.18, 1.1, 6.1, 6.3</p> <p>1.11, 2.20, 6.3 2.33, 5.1, 6.3 2.16, 2.17, 2.19, 2.33</p> <p>1.12, 2.30</p> <p>1.12, 2.30</p> <p>1.12, 2.30, 6.1, 6.2, 6.3</p> <p>1.1, 1.11, 2.30, 5.1, 6.3</p> <p>2.20, 2.18, 2.20, 2.30 1.5-1.9, 1.11, 1.12, 2.7, 2.8 1.1, 1.16, 3.4 2.37, 3.1, 3.5, 4.1, 4.2, 4.4</p> <p>1.1, 1.2, 2.19</p>	<p>Students will:</p> <ul style="list-style-type: none"> • use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas. • identify and describe the career opportunities, job responsibilities, and employment requirements in the travel and tourism industry. • describe the qualifications of a travel consultant and the services they provide. • contrast the advantages of proprietorship, partnership or corporation as an organizational structure for a travel agency. • describe the impact travel and tourism has on the local, state and national economy. • identify the concept of marketing mix and marketing segmentation as it relates to the travel & tourism industry. • describe the current trends in the travel & tourism industry. • identify and describe major businesses found in travel & tourism. • describe social, environmental, economic and business factors that impact travel & tourism. • describe the types of products & services hotel & lodging facilities offer to the business travel market. • describe the types of promotional strategies used in the travel & tourism industry. • identify factors that impact the profit margin of different types of businesses in the travel & tourism industry. • outline the type of marketing research that should be conducted prior to developing a marketing plan for a selected hotel. • identify trends in the use of technology in the travel & tourism industry. • apply math and communication skills within the technical content. • identify key web sites that provide up-to-date information. • identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline, communication skills) and explain their importance in the work place. • research travel destinations exploring a variety of geographic locations and identify their cultural differences
<p style="text-align: center;">Connections</p> <ul style="list-style-type: none"> • Kentucky Occupational Skill Standards • National Marketing Education Standards • Core Content for Assessment 4.0 • Secretary's Commission on Achieving Necessary Skills (SCANS) 	

